

C	P	D	LESSON OBJECTIVES
			<p>I Welcome the students to their new class</p> <p>By the end of this lesson , ss will:</p> <p>Talk about the holiday activities.</p> <p>Read an email recommending holiday places</p> <p>Give advice using should & shouldn't</p>
STRATEGIES			STEPS TO FOLLOW
	Pair work		WARM UP AND REVISION <p>-Introduce yourself to the students and greet them.</p> <p>-Give the students an idea about the unit.</p> <p>-Ask students what recommendations they would they make to someone who is going to visit Egypt.</p> <p>-Ask students about places that they have visited</p> <p>- Allege that you 're ill and ask ss for advice</p>
	Work groups		
	Problem solving		
	Brain storming		
	Role play		
	discussion		
	inductive		
	Co-operative L.		
	DISCOVERY		
RESOURCES USED			PRESENTATION NEW VOC.
	STUDENT BOOK		<p>Bazaar - Island -police station- youth hostel -souvenirs - tourist information centre - Sailing – windsurfing- scuba diving snorkeling</p>
	WORK BOOK		
	TEACHER GUIDE		
	ADDITIONAL RE.		
TEACHING AIDS			NEW STRUCTURE
	BOARD		<p>giving advice</p> <p>You should + inf</p> <p>You shouldn't + inf</p> <p>Tourists should wear sun cream</p>
	DRAWINGS		PRACTICE
	CARDS		<p>I have put on weight , what should I do ?</p> <p>You should play sport</p>
	REALOBJECTS		1- FEED BACK
	DATA SHOW		<p>We should stay up late , do you agree ? why ?</p>
	CD		

CONSOLIDATION :

Students make sentences on the pattern . I ask them to do various examples
Write a paragraph of about 7 sentences about tourists visiting Egypt

C	P	D	LESSON OBJECTIVES By the end of this lesson , ss will:	
			listen to a conversation with a tourist . ask for and give recommendations. ask and answer a quiz about helping tourists. discuss ways to help tourists	
STRATEGIES			STEPS TO FOLLOW	
	Pair work		2- WARM UP AND REVISION	
	Work groups		What places should a tourist visit ? What should we do to help them ? What shouldn't people do to encourage tourism ? I ask ss in pairs to act a scene of a tourist and a guide	
	Problem solving		PRESENTATION NEW VOC.	
	Brain storming		Make suggestions- ancient sites- historical buildings- concert recommend -accommodation -the country -Guidebook assistant -directions –brochure -passport	
	Role play		LANGUGE NOTES	
	discussion		-Suggest / recommend + noun / v+ing -Should /recommend that subject inf -Do you suggest+ sub + inf	
	inductive		3- PRACTICE	
	Co-operative L.		-What do you suggest we do to be better at English ? - Where do you suggest we go to buy souvenirs ? -Do you recommend reading a book ? - What is the best place to..... ? - Is there a good place to.....?	
	DISCOVERY		4- FEED BACK	
RESOURCES USED			I ASK ss to give me recommendations about how to spend my free time / holidays	
	STUDENT BOOK		CONSOLIDATION :	
	WORK BOOK			
	TEACHER GUIDE			
	ADDITIONAL RE.			
TEACHING AIDS			Students make sentences on the pattern . I ask them to do various examples	
	BOARD			
	DRAWINGS			
	CARDS			
	REALOBJECTS			
	DATA SHOW			
	CD			

C	P	D	LESSON OBJECTIVES	
			By the end of this lesson , ss will be able to :	
			Do review to the previous vocabulary and structures of the unit.	
STRATEGIES			STEPS TO FOLLOW	
	Pair work		5- WARM UP AND REVISION	
	Work groups		Where / when do you suggest ?	
	Problem solving		Do you recommend?	
	Brain storming		What is the best place to....?	
	Role play		Is there a good place to.....?	
	discussion			
	inductive			
	Co-operative L.			
	DISCOVERY			
RESOURCES USED			PRESENTATION NEW VOC.	
	STUDENT BOOK		Revise the vocabulary of the unit	
	WORK BOOK			
	TEACHER GUIDE			
	ADDITIONAL RE.		LANGUGE NOTES	
			Revise the language notes of the unit related to asking for and giving advice / recommendations	
TEACHING AIDS			6- PRACTICE	
	BOARD		- Where do you suggest we should spend our holiday ?	
	DRAWINGS		- Do you recommend a tour with a giude ?	
	CARDS		- What is the best place to..... ? - Is there a good place to.....?	
	REALOBJECTS			
	DATA SHOW		7- FEED BACK	
	CD		I ASK ss to give me recommendations about places of interest in Egypt	

C	P	D	LESSON OBJECTIVES
			By the end of this lesson , students will :
			talk about reading habits.
			read a conversation about reading and
			answer question.
			use few / fewer / the fewest / little /less and
			the least correctly .
STRATEGIES			STEPS TO FOLLOW
	Pair work		WARM UP AND REVISION
	Work groups		-Give the students an idea about the unit.
	Problem solving		-Ask students if they like reading / where do they prefer
	Brain storming		to read / what kind of books do they like.
	Role play		- ask ss about their advice concerning how much tea /
	discussion		how many cakes we should have a day
	inductive		
	Co-operative L.		
	DISCOVERY		
RESOURCES USED			PRESENTATION NEW VOC.
	STUDENT BOOK		Historical –detective- solve- interest - title –review- realize -
	WORK BOOK		compensation- amount- comparison- spider -ancient –
	TEACHER GUIDE		pharaohs- exciting –weigh-tremble – dying –adventure stories
	ADDITIONAL RE.		PRESENTATION NEW STRUCTURE
			<u>Countable and uncountable nouns</u>
			Many - much -little –few - fewer – less - the least- more -
			the most
			PRACTICE
			How much water do you drink a day ?
			Who has fewer books xxxxxx or xxxxx ? (real situation)
			FEED BACK
			In pairs ss make comparisons about themselves
			I have little homework less my brother ...etc
CONSOLIDATION :			
Students make sentences on the pattern . I ask them to do various examples			
Write a paragraph of about 7 sentences about tourists visiting Egypt			

C	P	D	LESSON OBJECTIVES	
			By the end of this lesson , students will :	
			read and understand an adventurer story	
			practice expressing feelings they carry out an	
			internet search about an author	
			talk about novels/ read and write a summary	
STRATEGIES			STEPS TO FOLLOW	
	Pair work		WARM UP AND REVISION	
	Work groups		How many stories do you read a month ? What kind of stories do you like ? Who read the most stories ? What does the word "feelings " mean ?	
	Problem solving			
	Brain storming			
	Role play			
	discussion			
	inductive			
	Co-operative L.			
	DISCOVERY			
RESOURCES USED			PRESENTATION NEW VOC.	
	STUDENT BOOK		Feel – weak – excited – mysteries – frightened – summary	
	WORK BOOK		Beauty – carer – squire – living things - character - alone	
	TEACHER GUIDE			
	ADDITIONAL RE.			
TEACHING AIDS			LANGUGE NOTES	
	BOARD		Asking and expressing feelings	
	DRAWINGS		How do // did you feel when?	
	CARDS		I feel / felt sad / happy/ frightened etc	
	REALOBJECTS		PRACTICE	
	DATA SHOW		I ask each student a question and ask them to write the answer on the board .	
	CD		FEED BACK	
			We feel happy when we succeed true or false ? etc...	
CONSOLIDATION :				
Students make sentences on the pattern . I ask them to do various examples				

Unit 2			Books and reading	Review	SB p 10 WB p 6
C	P	D	LESSON OBJECTIVES		
			By the end of this lesson , ss will be able to :		
			Do review to the previous vocabulary and structures of the unit.		
STRATEGIES			STEPS TO FOLLOW		
	Pair work		WARM UP AND REVISION		
	Work groups		She has few books Who has fewer books xxxxx or xxxxxx ? How do you feel when? How do you feel about ?		
	Problem solving				
	Brain storming				
	Role play				
	discussion				
	inductive				
	Co-operative L.		PRESENTATION NEW VOC.		
	DISCOVERY				
RESOURCES USED					
	STUDENT BOOK		Revise the vocabulary of the unit		
	WORK BOOK				
	TEACHER GUIDE				
	ADDITIONAL RE.				
TEACHING AIDS			LANGUGE NOTES		
	BOARD		Revise the language notes of the unit related to Asking about and describing feelings / comparisons of quantities		
	DRAWINGS				
	CARDS				
	REALOBJECTS				
	DATA SHOW		PRACTICE		
	CD		I get students in pairs to make short scenes in which they ask and answer about feelings		
			FEED BACK		
			I say some sentences and ask ss to tell me if my sentences are true or false . (They are also asked to give reasons for their answers)		
CONSOLIDATION :					
Students make sentences on the pattern . I ask them to do various examples					

Unit 3 **Festivals & special days** lessons 1/2 SB p 11-12 WB p 7

C	P	D	LESSON OBJECTIVES By the end of this lesson , students will :	
			Read about Spring festivals Answer questions about a website article Use the present and the past simple passive correctly . Talk about festivals and special Days	
STRATEGIES			STEPS TO FOLLOW	
	Pair work		WARM UP AND REVISION	
	Work groups		-I asked the students what they think we will study in this unit . - I asked the students to name some festivals and special days that take place in Egypt.	
	Problem solving			
	Brain storming			
	Role play			
	discussion			
	inductive			
	Co-operative L.			
	DISCOVERY		PRESENTATION NEW VOC.	
	STUDENT BOOK		Festival -special –celebrate- for free- represent- activity	
	WORK BOOK		tourism- zenica -website -article -Australia	
	TEACHER GUIDE		PRESENTATION NEW STRUCTURE	
	ADDITIONAL RE.		<u>present and past simple passive</u> object + (to be)+ past participle (by + subject)	
TEACHING AIDS			PRACTICE	
	BOARD		Spring <u>is celebrated</u> in different ways all over the world Who is your classroom cleaned by ? (real situation)	
	DRAWINGS		FEED BACK	
	CARDS		In pairs ss make sentences in the passive form	
	REALOBJECTS		Lessons are written by pupils ...etc	
	DATA SHOW			
	CD			
CONSOLIDATION : Students make sentences on the pattern . I ask them to do various examples I ask them also to give me a summary of what they have understood				

Unit 3 Festivals & special days lessons 3/4 SB p 13-14 WB p 8-9

C	P	D	LESSON OBJECTIVES	
			By the end of this lesson , students will :	
			Listen to a description of a Festival	
			Use sequencing words to describe a special day	
			Carry out an Internet search about the longest day of the year	
STRATEGIES			STEPS TO FOLLOW	
	Pair work		WARM UP AND REVISION	
	Work groups		I encourage a shorter class discussion about festivals: What are the most common festivals in Egypt ? I write the following example on the board : We celebrate Sham El N asseem in April (passive)	
	Problem solving			
	Brain storming			
	Role play			
	discussion			
	inductive			
	Co-operative L.			
	DISCOVERY		PRESENTATION NEW VOC.	
	STUDENT BOOK		Chinese New Year- decorate- Lantern – relatives- midnight	
	WORK BOOK		congratulations –Parade- dress up- colourful- Customs -huge	
	TEACHER GUIDE		breeze - preserve	
	ADDITIONAL RE.		LANGUAGE FUNCTIONS	
			FIRST OF ALL	
			NEXT – AFTERWARDS –	
			AFTER – BEFORE – AT / THE NEXT DAY	
TEACHING AIDS			PRACTICE	
	BOARD		In pairs I get SS to speak about the sequence OF events ON a special day	
	DRAWINGS			
	CARDS			
	REALOBJECTS		FEED BACK	
	DATA SHOW		We don't eat coloured eggs on Sham El Nasseem day true or false ? etc...	
	CD			
CONSOLIDATION :				
Students make sentences on the pattern . I ask them to do various examples				
I ask them also to try to give me a summary of what they have understood				

Review on Unit 3 SB p 15- WB p 9			
C	P	D	LESSON OBJECTIVES By the end of this lesson , ss will :
			Review to the previous vocabulary and structures of the unit. and practice them correctly
STRATEGIES			STEPS TO FOLLOW
	Pair work		WARM UP AND REVISION
	Work groups		IN your opinion , what is the best time to visit Aswan ? What kind of books do you like reading ? What is eaten on festival days ?
	Problem solving		
	Brain storming		
	Role play		
	discussion		
	inductive		
	Co-operative L.		
	DISCOVERY		
RESOURCES USED			PRESENTATION NEW VOC.
	STUDENT BOOK		Revise the vocabulary of the unit
	WORK BOOK		
	TEACHER GUIDE		
	ADDITIONAL RE.		
			LANGUGE NOTES & STRUCTURES
			Revise the language notes of the unit related to Asking about and describing feelings / FESTIVALS
TEACHING AIDS			PRACTICE
	BOARD		I get students in pairs to make short scenes in which they ask and answer about FESTIVALS
	DRAWINGS		
	CARDS		FEED BACK
	REALOBJECTS		
	DATA SHOW		I say some sentences and ask ss to tell me if my sentences are true or false . (They are also asked to give reasons for their answers)
	CD		
CONSOLIDATION : Students make sentences on the pattern . I ask them to do various examples I ask them also to try to give me a summary of what they have understood			

Review A SB p 16 - 17 - WB p 10-13

C P D

LESSON OBJECTIVES

By the end of this lesson , ss will :

Review to the previous vocabulary and structures of the PREVIOUS units. and practice them correctly

STRATEGIES

Pair work

Work groups

Problem solving

Brain storming

Role play

discussion

inductive

Co-operative L.

DISCOVERY

STEPS TO FOLLOW**WARM UP AND REVISION**

What places tourists can visit in Egypt ?
 Allege that you 're hungry and ask ss for suggestions
 IN your opinion , what is the best time to visit Aswan ?
 What kind of books do you like reading ?
 What is eaten on festival days ?

RESOURCES USED

STUDENT BOOK

WORK BOOK

TEACHER GUIDE

ADDITIONAL RE.

PRESENTATION NEW VOC.

Revise the vocabulary of the unit

LANGUGE NOTES structure

Revise the language notes of the unit related to
 Asking about and describing feelings / comparisons of quantities

TEACHING AIDS

BOARD

DRAWINGS

CARDS

REALOBJECTS

DATA SHOW

CD

PRACTICE

I get students in pairs to make short scenes in which they ask and answer about PREVIOUS structures

FEED BACK

I say some sentences and ask ss to tell me if my sentences are true or false . (They are also asked to give reasons for their answers)

CONSOLIDATION :

Students make sentences on the pattern . I ask them to do various examples
 I ask them also to try to give me a summary of what they have understood